SAN FRANCISCO SYMPHONY

MICHAEL TILSON THOMAS • MUSIC DIRECTOR

ADVENTURES IN MUSIC

AIM II STUDENT JOURNAL

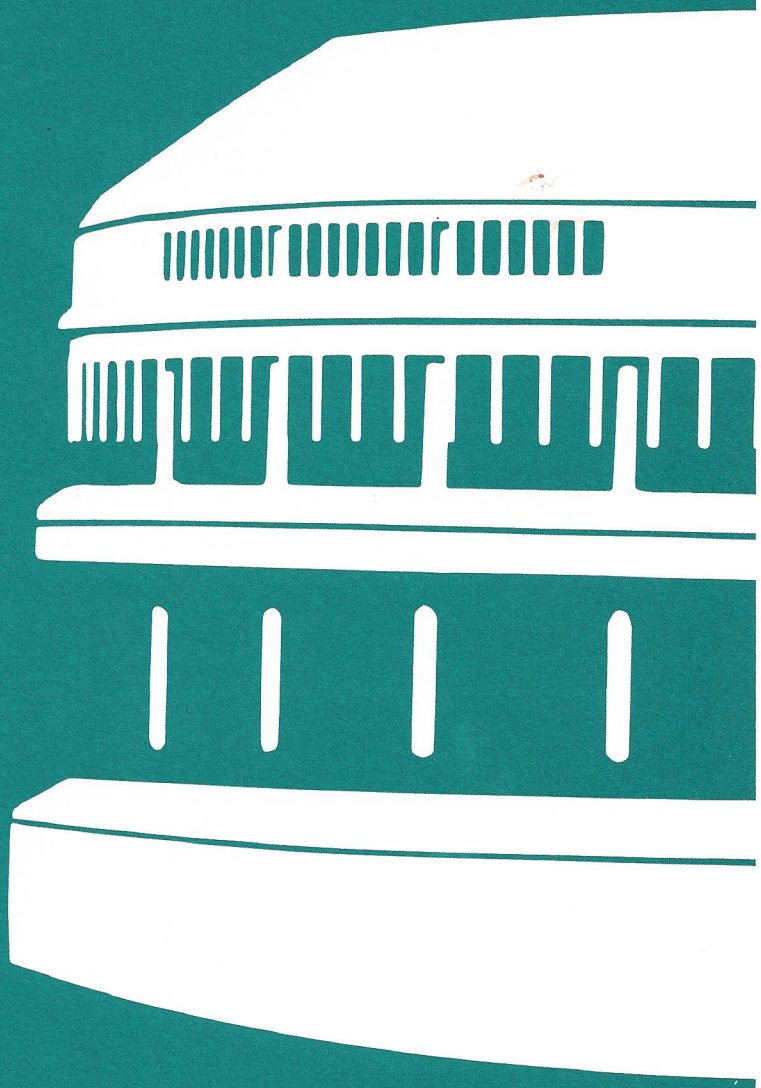
2018–19

This Journal Belongs to

Grade

School

Teacher



MUSIC TALKS!

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The following people and organizations hope Adventures in Music (AIM) will be a fun experience for you:

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AIM PERFORMING ARTISTS

(Photographs of our Artists appear on pages 10, 20, 34 and 44.)

BASS AND BEATS	steel pan, electric bass, drumset
FANTASTIC FOUR	double bass, guitar, trumpet, drumset
FRICTION QUARTET	violin (2), viola, cello
TRITONES	flute, clarinet, French horn

A special thank you to Sandra Noltimier.

Illustrations provided by Mark Wooding.
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Adventures in Music receives generous support from the William and Sakurako Fisher Fund for Adventures in Music, the Athena T. Blackburn Fund, the Jerome and Thao Dodson Music Education Fund, and the Lisa and Douglas Goldman Fund for Adventures in Music. Additional endowment support is provided by Margaret Liu Collins and Edward B. Collins, Mr. & Mrs. Peter A. Darbee, Lois M. De Domenico, Mr. & Mrs. Donald G. Fisher, Mr. & Mrs. John J. Fisher, Mr. & Mrs. Robert J. Fisher, the Walter and Elise Haas Fund, and the Walther Foundation.

Institutional support is provided by the Frances K. and Charles D. Field Foundation, The Bernard Osher Foundation, The Walther Foundation, the Harold L. Wyman Foundation, the Bank of America, The Capital Group Companies Charitable Foundation, the Gap Foundation, Macy's, The Morrison & Foerster Foundation and Individual Partners and Employees of Morrison & Foerster LLP, Pacific Gas and Electric Company, Prologis, and the Wells Fargo Foundation. We are also grateful to the corporate partners of the Music Education Alliance, and the many individual donors who help make this program possible each year.

ART WORKS. | National Endowment for the Arts arts.gov | CALIFORNIA ARTS COUNCIL

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San Francisco Symphony music education programs receive generous support from the Hewlett Foundation Fund for Education, the William Randolph Hearst Endowment Fund, the Agnes Albert Youth Music Education Fund, the William and Gretchen Kimball Education Fund, the Sandy and Paul Otellini Education Endowment Fund, the Hurlbut-Johnson Fund, The Steinberg Family Education Endowed Fund, the Jon and Linda Gruber Education Fund, and the Howard Skinner Fund. Additional endowment funds are provided by Maryon Davies Lewis, Ms. Marianne Goldman, Mr. & Mrs. Lawrence J. Stupski, Mr. & Mrs. Matthew E. Kelly, Grant & Dorrit Saviers, Mrs. Agnes R. Shapiro, Elinor F. Howenstine, Marianne & Richard H. Peterson, and David & Marilyn Pratt. Institutional support is provided by the Eucalyptus Foundation, The Francis K. & Charles D. Field Foundation, the Walter and Elise Haas Fund, the Clarence E. Heller Charitable Foundation, The Kimball Foundation, the Koret Foundation, the Alexander M. and June L. Maisin Foundation, The Joseph and Mercedes McMicking Foundation, The Bernard Osher Foundation, The Walther Foundation, the Harold L. Wyman Foundation, the Zellerbach Family Foundation, the California Arts Council, and the National Endowment for the Arts. Additional support is provided by the corporate partners of the Music Education Alliance including generous contributions from the Wells Fargo Foundation, Pacific Gas and Electric Company, Neiman Marcus/The Heart of Neiman Marcus Foundation, The Morrison & Foerster Foundation and Individual Partners and Employees of Morrison & Foerster LLP, Bank of America, Macy's, Bank of the West, The Capital Group Companies Charitable Foundation, First Republic Bank, Gap Foundation, Goldman, Sachs & Co., Hanson Bridgett LLP, Prologis, PwC, and U.S. Bank Foundation. We are also grateful to the many individual donors who help make our music education programs possible.

HELLO, and welcome to the exciting world of Adventures in Music! My name is Christian Reif and I'm a conductor. Please circle January 28, 29, and February 1, on your classroom calendar. On one of those days you, your teacher, and all of your classmates will come to Davies Symphony Hall to see me conduct the San Francisco Symphony. In addition to your BIG concert at Davies Symphony Hall, you're going to have wonderful smaller concerts right at your school. You're going to learn new words, see new instruments, and hear new sounds of music.

As conductor, it is my job to select music written by different composers that you will hear in January or February (see back cover). It is also my job to be in charge of the San Francisco Symphony on that day. To make sure the orchestra is at its very best for you, the musicians of the San Francisco Symphony have practiced and practiced until they are musically perfect. I have studied and studied until I am at my very best. We do all of this hard work just for you—our wonderful audience.

There's one more thing I want you to remember. The San Francisco Symphony is YOUR symphony! You're very important to us. You're our AUDIENCE! Until we meet, love your school, listen to your teacher, and enjoy Adventures in Music!

WORDS FROM OLLIE

Hi! My name is Ollie. Together we are going to go on an adventure and learn about how **Music Talks!** We will write poetry, share stories, and hear some wonderful music! With your teacher, you will have many fun activities to work on.

This journal is made just for you! We've included photographs of the musicians coming to your school. You will find pictures of the instruments in a symphony orchestra (beginning on page 6), and a map showing where you will find the instruments on stage when you visit Davies Symphony Hall (page 4). On the back cover, there's a list of music you'll hear when you come to see the San Francisco Symphony play - just for you!

We are going to have a lot of fun this year!

Your friend,

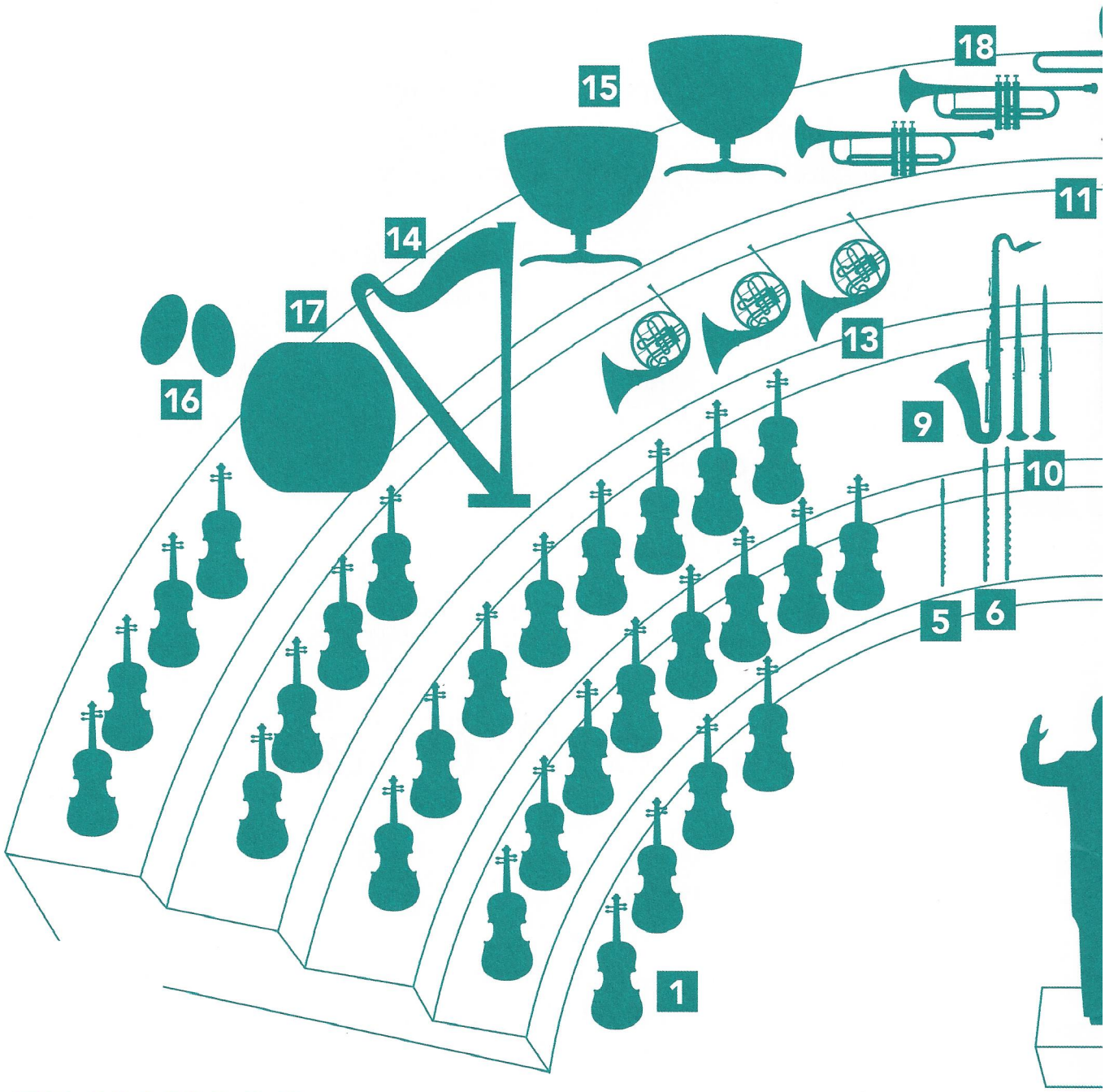
Ollie the Ostrich

P.S. I wrote a poem just for you!

We have many musical adventures in store-
Songs and stories and poetry, galore!

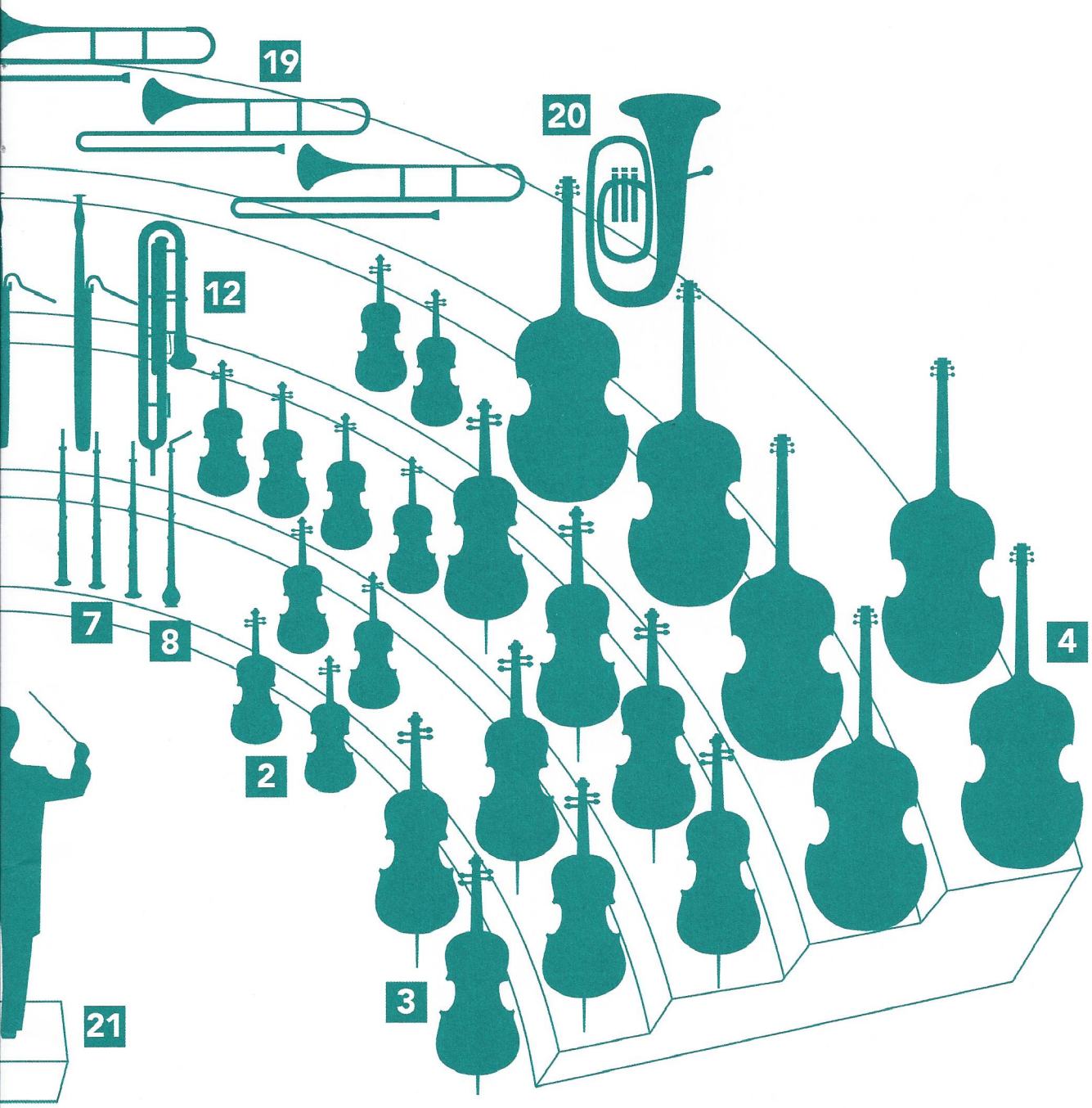
I hope you have fun
And learn a whole ton

There's so much music we get to explore!

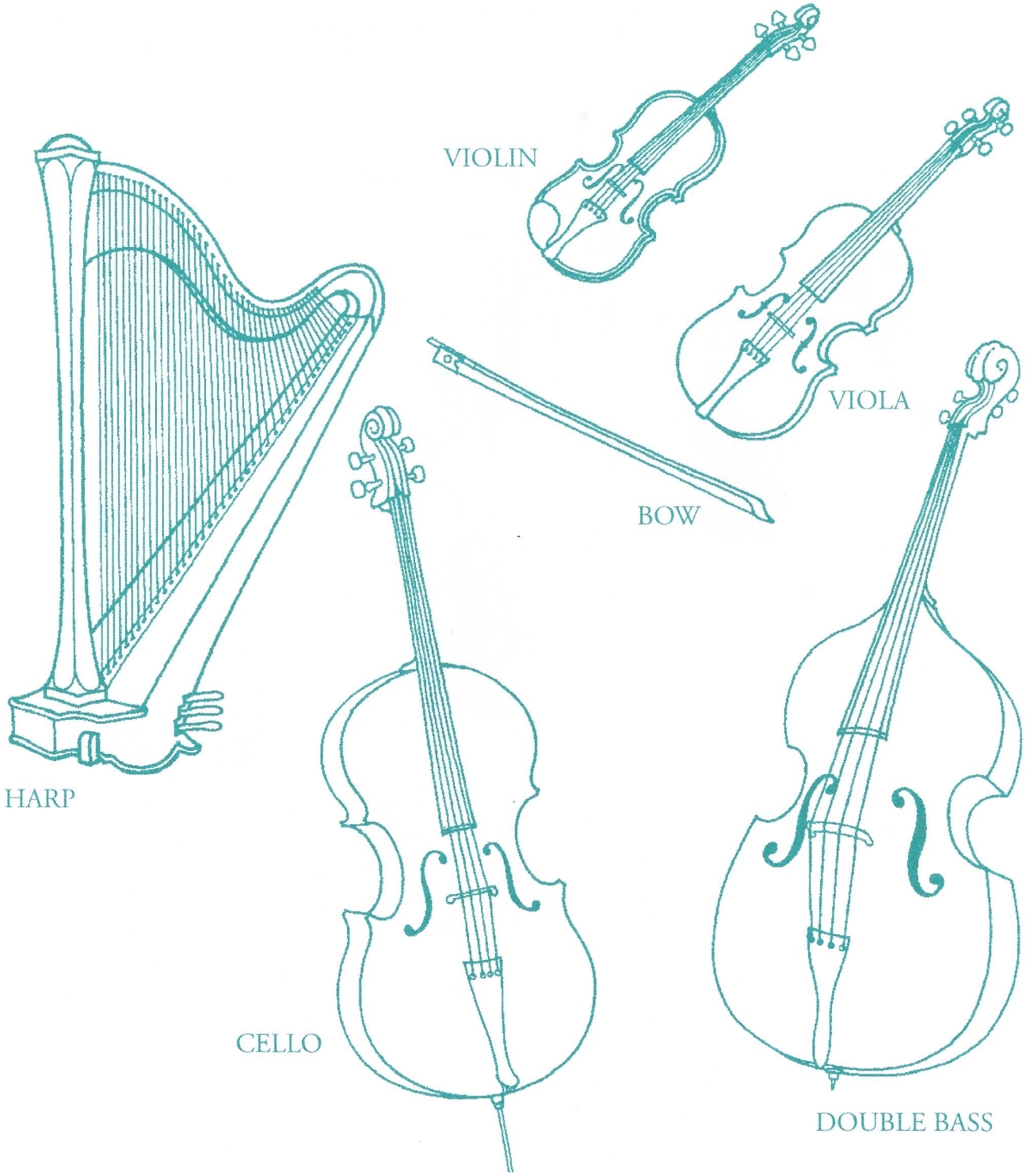


SAN FRANCISCO SYMPHONY SEATING

A symphony is a large group of musicians that plays instruments together. A symphony is also just like a big family—there's a place for everybody, and everybody's in their place.

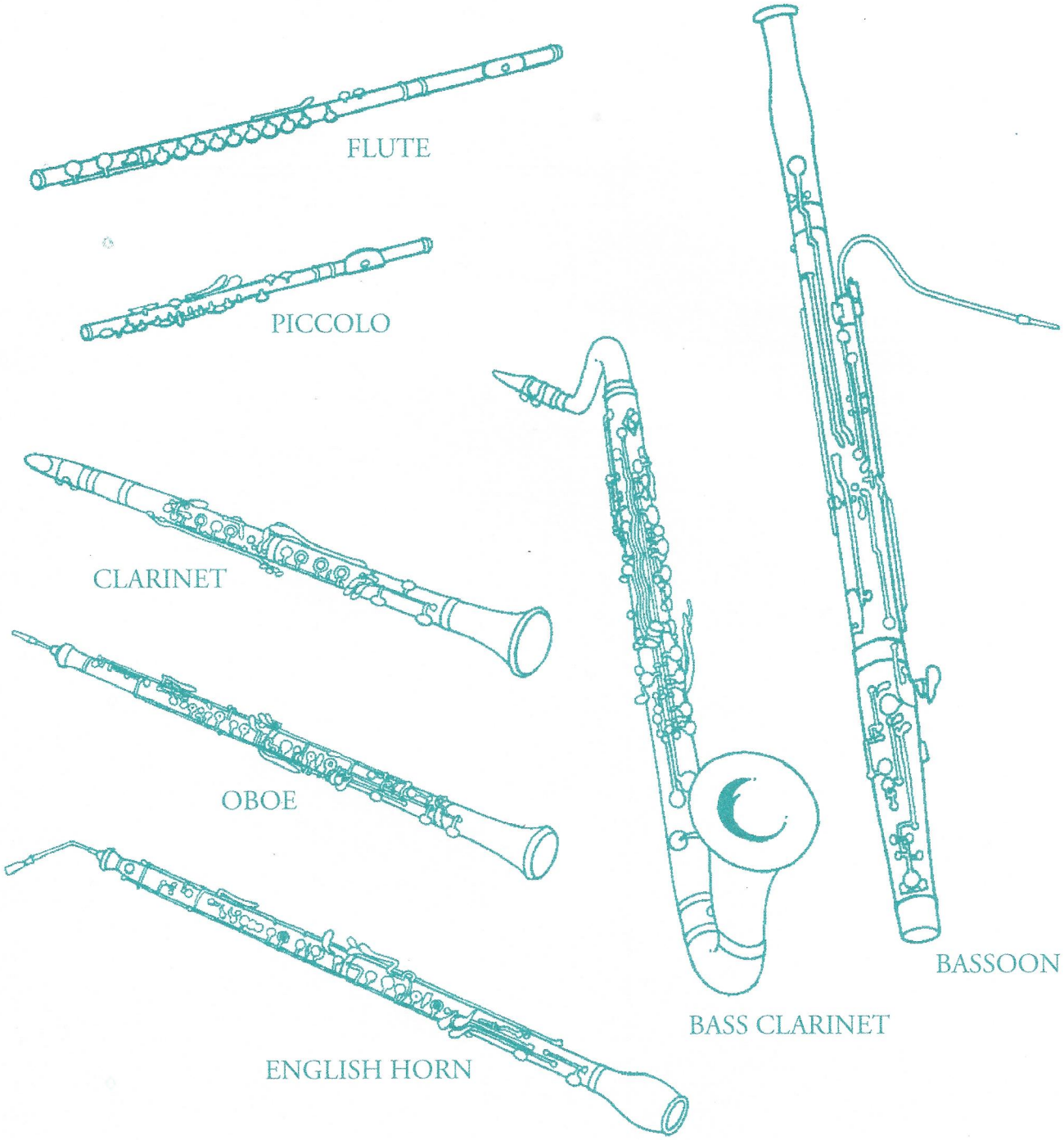


1 Violins
2 Violas
3 Cellos
4 Double Basses
5 Piccolo
6 Flutes
7 Oboes
8 English Horn
9 Bass Clarinet
10 Clarinets
11 Bassoons
12 Contrabassoon
13 French Horns
14 Harp
15 Timpani
16 Cymbals
17 Bass Drum
18 Trumpets
19 Trombones
20 Tuba
21 The Conductor



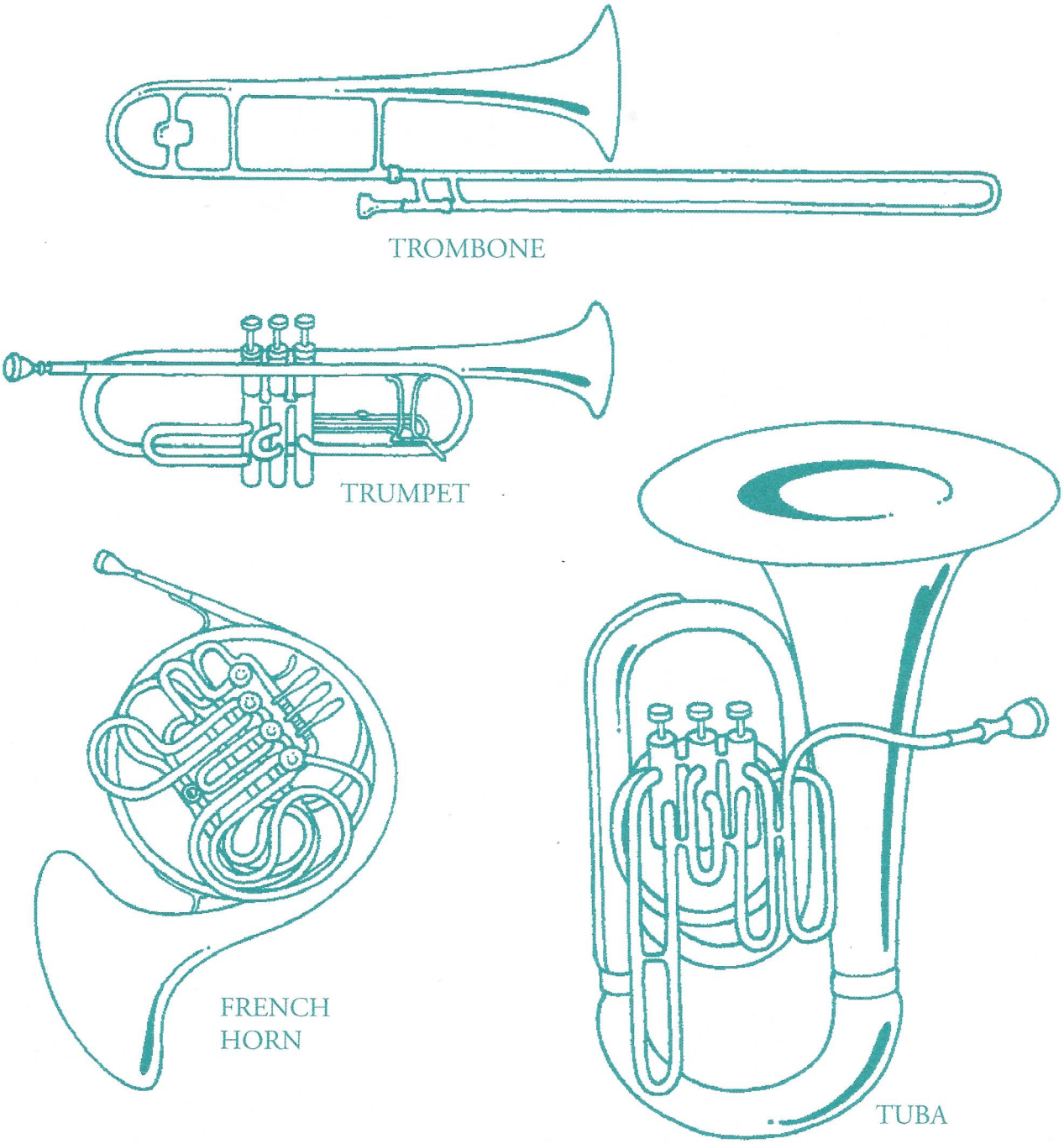
THE STRING FAMILY

String instruments are made of wood. They have strings stretched across the top. You play the instrument by moving a bow across the strings or by plucking the string with your finger.



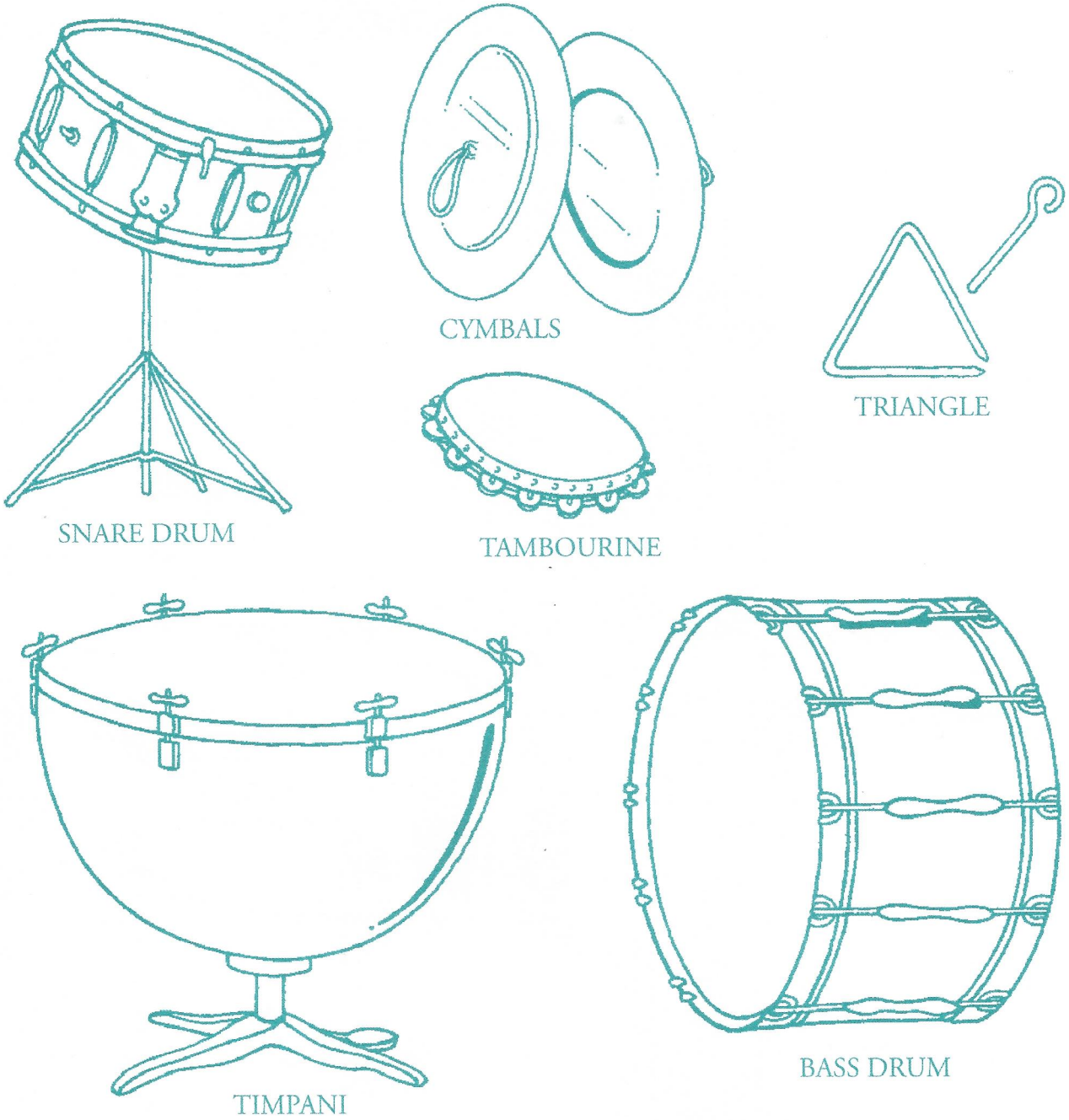
THE WOODWIND FAMILY

Most woodwind instruments are made of wood, but flutes can be made of metal. You play the instrument by blowing air into the tube.



THE BRASS FAMILY

Brass instruments are made of metal. They are played by buzzing your lips and blowing air into the tube.



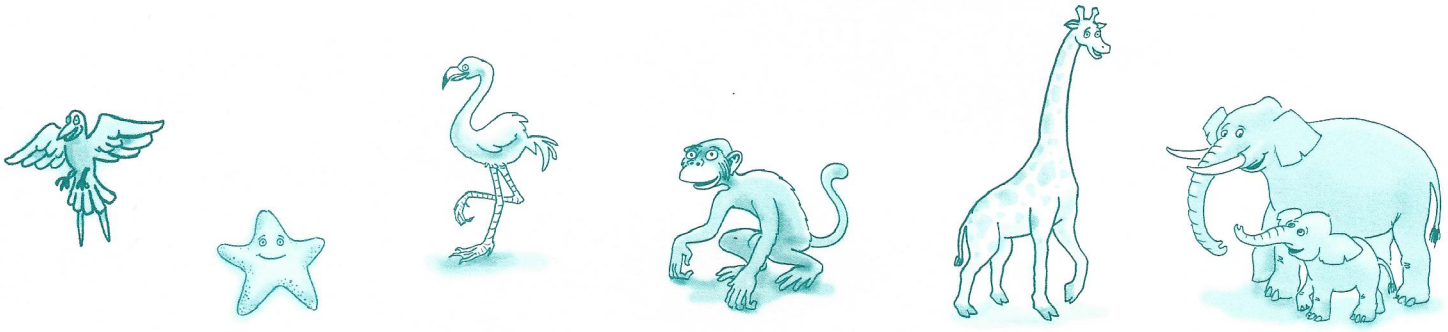
THE PERCUSSION FAMILY

Percussion instruments can be made of wood, metals, seeds, vegetables, nuts, and a whole lot more. They are played by using your hands to hit shake, scrape, or rub.

BASS AND BEATS

WHO'S WHO AT THE ZOO?

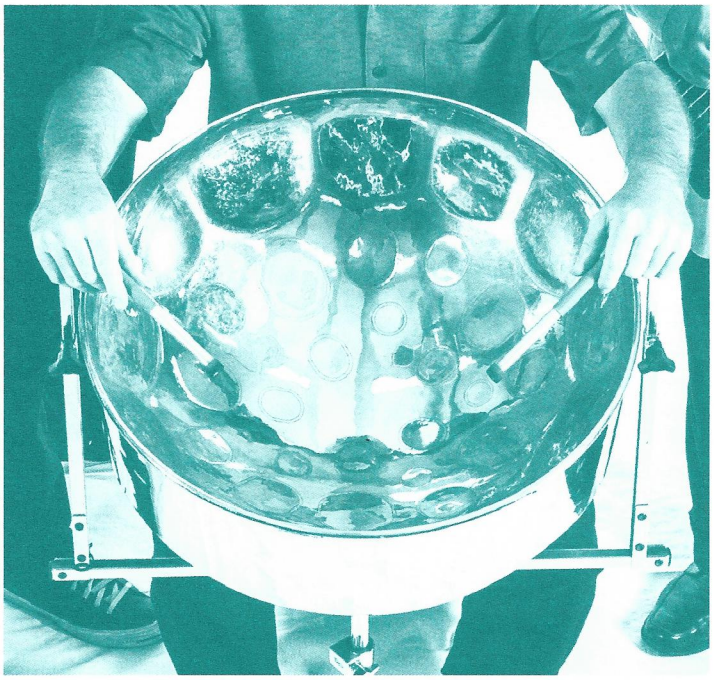
Use the chart below to sort these animals into their animal classifications. Add other animals you think would be at the zoo!



flamingoes elephants monkeys starfish
seahorses parrots giraffes

Mammals	Birds	Fish

SUPER SOUNDS!



The steel pan is a percussion instrument. It is made of metal and is played with special sticks. The steel pan sound is made by striking the instrument.

In some parts of the world, there were people who did not have instruments to play music. They had to make music with items that they found around the house or in their yards. They used frying pans, garbage can lids, and tin pans. Young people would play music together and form bands using these instruments. The players found that the sound of these instruments changed if you beat on them for a long time.

As they looked for new and different kinds of sounds, some musicians started hitting empty oil barrels they found. At first, the instruments had only 2 or 3 different notes on them. Today, there are steel pans that have around 30 different notes on one instrument!

The steel pan is heard in many different styles of music, but it is especially good for playing calypso music. In the past, people used calypso music to communicate. Now when people hear the sound of the steel pan, they think of a tropical island, where the music was first played. Listen closely to the steel pan during Bass and Beats' performance, and see if you can imagine being on a tropical island!

SUPER SOUNDS!

1. What objects did people use to make music before the steel pan was invented?

_____

_____

2. How many notes can a steel pan make?

_____

_____

3. What do most people think of when they hear a steel pan?

_____

_____

True or False? Circle your answer.

1. Steel is a kind of metal.	T	F
2. Musicians never used frying pans to make music.	T	F
3. A steel pan is made from empty oil barrels.	T	F
4. There are only 3 different notes on the steel pan.	T	F

Fact or Opinion? Decide if these sentences are facts or opinions. Circle your answer.

1. Steel pan music is really beautiful.	**Fact**	**Opinion**
2. The musicians were looking for new ways to make music.	**Fact**	**Opinion**
3. Calypso music was a way of spreading the news to other people.	**Fact**	**Opinion**
4. Island music is great for dancing!	**Fact**	**Opinion**

THE ANTEATER

The
anteater's
long
and
tacky
tongue
is
snaking
from
its
snout.
A thousand termites riding in,
but no one riding out.

– Douglas Florian

What instrument would you choose to represent the Anteater and why? Write your answer below and include supporting details.

_____

_____

_____

_____

WHAT I HEARD!

Read the sentences about Bass and Beats below. The verbs are missing! A verb is an action word. Mark the bubble of the correct verb. Then, practice writing the correct verb in the blank space.

1. Colin _____ the drum set during the performance.

   ❍ playing ❍ play ❍ played

2. The electric bass _____ along to the music.

   ❍ strummed ❍ strum ❍ strumming

3. The instruments _____ very cool and exciting.

   ❍ sound ❍ sounds ❍ sounded

4. The musicians _____ about communication and rhythm.

   ❍ talk ❍ talked ❍ talking

5. I enjoyed _____ the 30 notes of the steel pan!

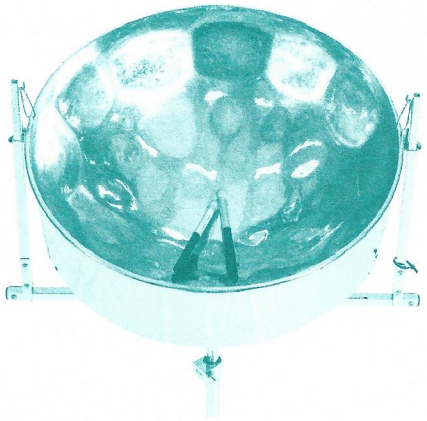
   ❍ heard ❍ hearing ❍ hears

Use one of the verbs above and write 1 sentence about the performance of Bass and Beats. Make sure that the subject and the verb agree!

_____

_____

TURN SOMETHING OLD INTO SOMETHING NEW



Look at the list of objects your teacher wrote on the board. Can any of them be made into something new?

Pick an object and write it down on the first line below. Decide what you want to turn it into and write down the new name next to it!

_____ _____

Old New

Write 3 sentences about your new object, including why it is important to recycle and repurpose.

_____

_____

_____

Write your final version in your Writer's Workshop Journal.

MY LETTER TO BASS AND BEATS

Bass and Beats is excited to hear from you! Tell them what your favorite instrument was, or what you liked about the performance.

Dear Bass and Beats,

Your Friend,

Davies Symphony Hall
Attn: Education Department
201 Van Ness Ave
San Francisco, CA 94102

THE EGG

Listen to your teacher read the poem "The Egg". Draw a picture to illustrate this poem. Use sound effect words in your drawing, like "pop" "screech", "crackle", and "peep".

FANTASTIC FOUR

FANTASTIC FOUR CROSSWORD FRENZY

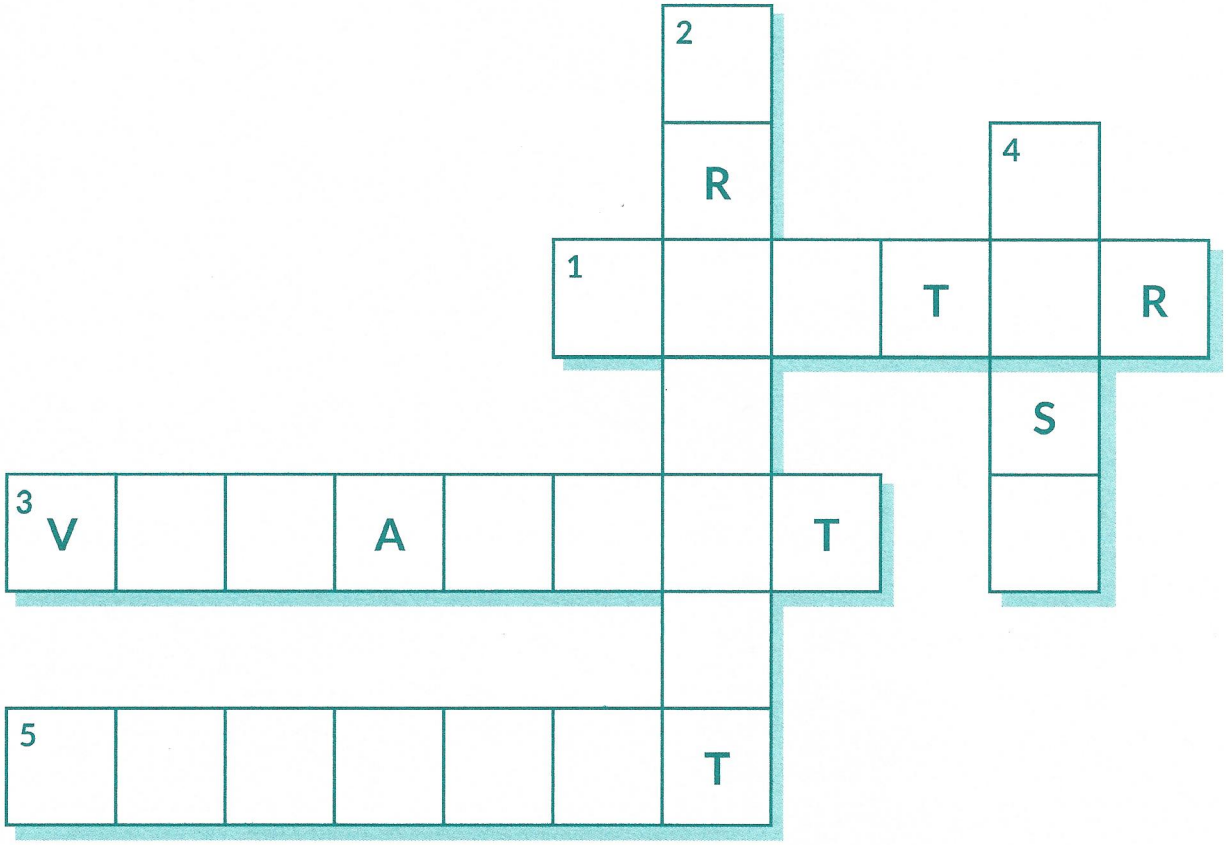
Complete the crossword puzzle based on the clues below.

Across

1 A string instrument that can be played by plucking or strumming strings
3 A person who sings music
5 A small brass instrument

Down

2 A percussion instrument played with sticks
4 A large string instrument called a double _____



FANTASTIC FACTS AND OPINIONS

A **fact** is something that can be proven true or false. Now that you know some facts about Fantastic Four, answer the questions below using complete sentences!

1. What instrument family do the trumpet and trombone belong to?

_____

2. How many strings does the guitar have?

_____

3. How many strings does the double bass have?

_____

4. How many musicians are in Fantastic Four?

_____

5. What material is the double bass made of?

_____

My Opinion

Fantastic Four can't wait to come to your school and perform for you! Which instrument are you most excited to see? Use an **opinion** to help explain why you are excited. Remember, an **opinion** is a belief and cannot be proven. Opinions often include words such as 'like', 'think,' 'feel,' or 'believe.'

_____

_____

_____

ANIMALS IN MUSIC

Read these words about music.

Composer	The person who writes music
Tempo	The speed of the music, such as fast or slow.

Listen to the music your teacher plays from the *Carnival of Animals*.

Which animal do you think that was? _____

What instrument did the composer use to create a picture in your mind of the animal? What tempo did the composer use?

_____

Draw the animal in the space below.

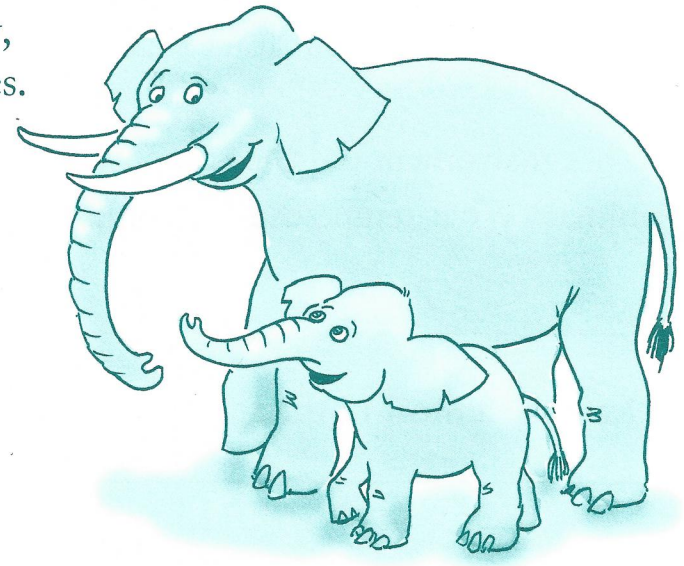
ELEPHANT POETRY

Read the poem "Elephant". The author is unknown. We call this **anonymous**.

Elephant

The elephant carries a great big trunk;
He never packs it with clothes;
It has no lock and it has no key,
But he takes it wherever he goes.

– Anonymous



1. How many lines are in this poem?

_____

2. Which 2 lines rhyme?

_____

3. What are the 2 words that rhyme?

_____ _____

When a poem rhymes this way, it is called a **couplet**. Underline the 2 rhyming words in the poem.

MY ANIMAL POEM

Write your own 4-line poem about an animal you like. Give your poem a title. See if you can rhyme the last word of line 2 and line 4.

_____

_____

_____

_____

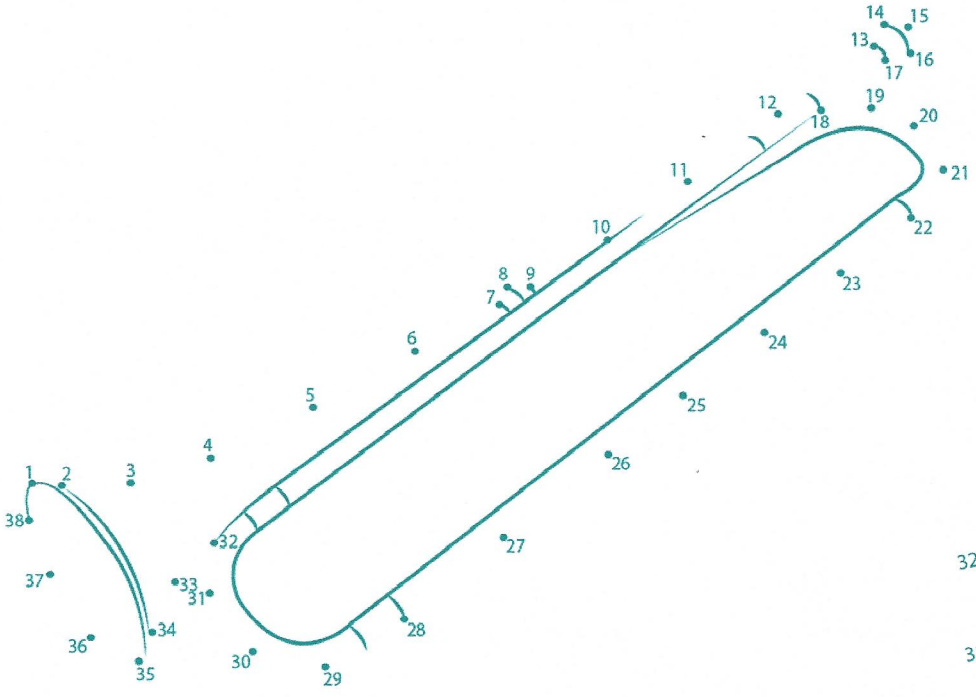
_____

by _____

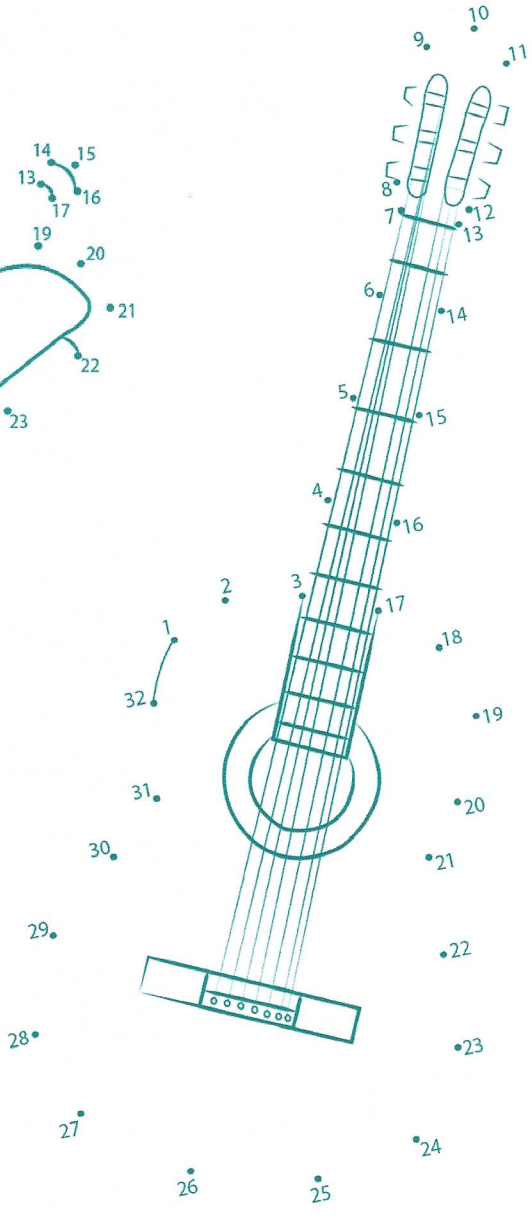
Have fun reading your poem to the class. Use lots of expression in your voice. Be a good audience while you hear your classmates read their poems.

INSTRUMENT DOT-TO-DOT

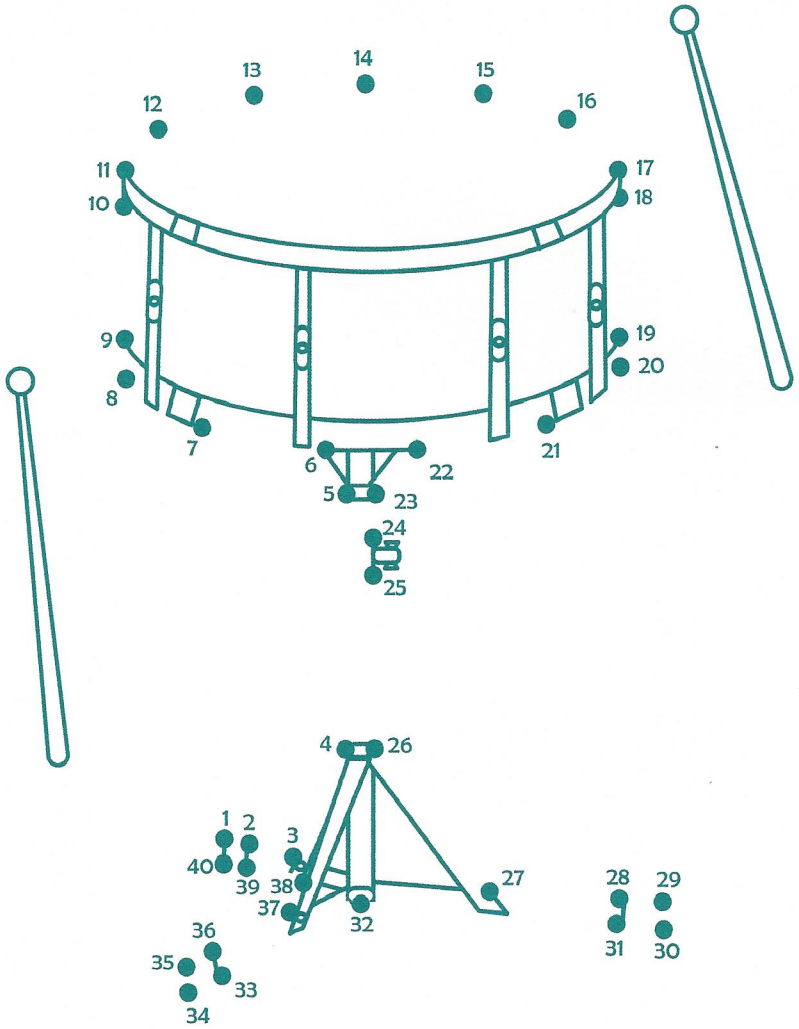
Complete the dot-to-dots to create the instruments of Fantastic Four!



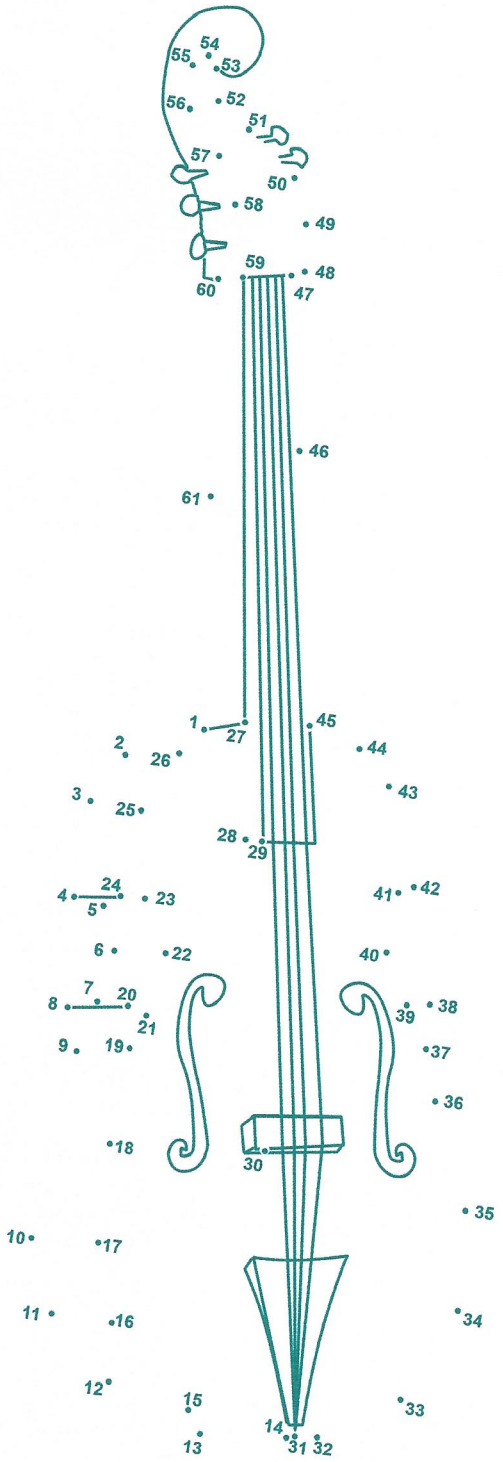
Trumpet



Guitar



Snare Drum



Double Bass

SIMILE SAFARI

Sam is hunting for similies. A simile (pronounced SIM-uh-lee) compares 2 things that are not normally alike. Many similes use the words like or as. Can you help Sam find the similes in this poem? The 1st simile has been underlined for you!

Black as words on printed pages.
Sad like tigers trapped in cages.
Long as thread unrolled from spools.
Straight like legs on wooden stools.
Quiet as a school at night.
Happy like a bird in flight.
Tight as fuzzy skin on peaches.
White like dunes of sand on beaches.
Cold as scoops of frozen peas.
Fun like writing similes.

— Lill Pluta

Now that you are getting good at spotting similes, see if you can make your own!

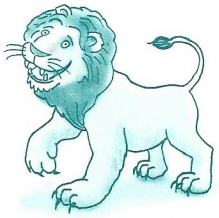
He was as quiet as a _____ .

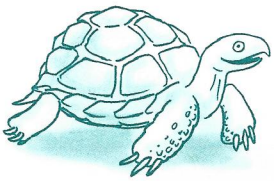
The light glowed like _____ .

She ran as fast as _____ .

The kitten was as soft as _____ .

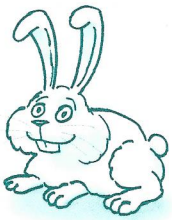
I am as _____ as a lion.





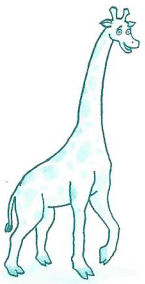
He is as _____ as a turtle.

Megan is as _____ as an owl.



Mrs. Smith is as _____ as a rabbit.

John is as _____ as a giraffe.



Write similes about the *Fantastic Four* performance.

The music sounded like _____.

The drum was as loud as _____.

The double bass played like _____.

The guitar sounded like _____.

The trumpet sounded like _____.

CREATE A CHARACTER

During the performance of Fantastic Four, the musicians talked about how music can be about characters—even **animal** characters! Write down the animal you think matches each instrument.

Drumset: _____

Double bass: _____

Guitar: _____

Trumpet: _____

Choose one instrument and animal combination to create a character.

_____ _____

Instrument Animal

Fill in some descriptive traits below to tell us about your character.

Appearance: _____

_____

Personality: _____

_____

Hobbies: _____

_____

Good Manners: _____

_____

MY CHARACTER

Finally, come up with a fun name for your character. Then, use the descriptive traits you listed to write a short paragraph about them.

DAVID DOUBLE BASS

Example: My character is a giraffe named David Double Bass. He is very tall and has a deep voice. He is serious and thoughtful. David loves to go to the movies on a Sunday afternoon. He is always kind to others.

_____

My Character

_____

_____

_____

_____

_____

_____

_____

_____

Share your paragraph with a friend when you both are finished.

HURRY! DON'T MISS THE BUS!

Fantastic Four told a story about a student who missed the bus and was almost late to school. Have you ever been late or almost late to school? How did that feel? Talk about it with a partner and make a list of words that describe how that might feel.

_____ _____

_____ _____

_____ _____

What a relief, you made it on time! How does it feel when it all works out? Talk about it with a partner and make a list of words that describe how that might feel.

_____ _____

_____ _____

_____ _____

Review these words that can help you put your story in order. Use them as you write your story on the next page!

first	next	finally
it all began	later	after
this morning	meanwhile	at last

Now, write your own short story about almost missing the bus or being late for school. Make sure your story has a beginning, middle, and end. Include how you would feel in each part, and end with a concluding sentence. Have fun!

Title: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

By: _____

FRICTION QUARTET

ALL ABOUT FRICTION QUARTET

My questions for Friction Quartet

I am excited to see you perform because

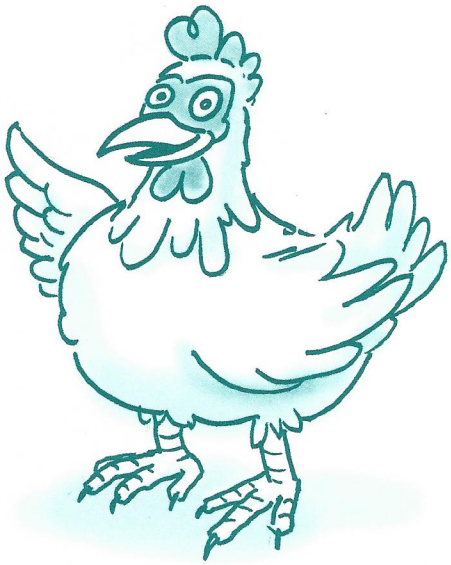
WORD SEARCH — FIND OUR ANIMAL FRIENDS

Here are some of the animals from *Carnival of the Animals* by Camille Saint-Saëns. Can you find all of them?

Lion
Hens
Mules
Tortoises
Elephant
Kangaroo

G	P	R	I	H	K	C	S	Y	A
B	A	Y	H	E	T	G	R	T	E
P	C	K	A	N	G	A	R	O	O
N	V	Z	W	S	H	L	C	R	K
M	F	A	X	Y	N	G	V	T	W
E	R	V	Q	A	X	U	T	O	A
L	I	O	N	L	X	B	T	I	J
E	D	Z	C	M	U	L	E	S	S
P	A	Q	J	C	O	Y	C	E	Q
H	Z	D	L	V	D	R	L	S	P
A	F	G	Y	X	X	M	N	P	I
N	L	K	Q	C	E	W	Q	L	D
T	O	L	X	S	T	R	C	F	L

HAIKU HENS AND ROOSTERS



Follow along as your teacher reads the haiku poem.

Haiku
The chicken scratching
for food in the dirt stirs up
tiny tornados.
– Kristine O'Connell George

Follow along with your finger as your teacher reads the poem again.

Haiku
The chic ken scratch ing
for food in the dirt stirs up
ti ny tor na dos.

Think about what you imagined during the music. Now, write your own haiku poem about hens and roosters. You can use the title "Haiku" or give it another title.

_____

_____ (5 syllables)

_____ (7 syllables)

_____ (5 syllables)

MUSICAL PICTURES

Draw a picture of what you imagined when listening to music from *Carnival of the Animals.*

Write 2 or 3 complete sentences describing your picture and the way the music made you feel.

_____

_____

_____

MUSICAL ALPHABET

When Friction Quartet performed at your school, they talked about the musical alphabet.

The musical alphabet has 7 letters: A B C D E F G

How many words can you make using the 7 letters of the musical alphabet?

2 letters	3 letters	4 letters	5 letters
ad		face	

WHAT AN ENDING

Question: What was one of the instruments you heard during the performance of Friction Quartet?

Answer 1: Violin? (I'm not sure.)

Answer 2: Violin. (This is the right answer.)

Answer 3: Violin! (They gave a great performance!)

Look at the 3 answers above. The same word was used 3 times, but there are 3 different answers. It's all about the punctuation!

Now, you try it. Answer the question 3 different ways.

Question: How many musicians are in Friction Quartet?

Answer 1: _____

_____

Answer 2: _____

_____

Answer 3: _____

_____

Next, add 1 or two sentences to each answer. Be sure to include details and end each sentence with punctuation.

SENTENCE STRETCH

Underline the word in the sentence that answers each of the 5 "W"s.

Who?	Kevin.
Is doing what?	Kevin jumped up and down.
When?	This morning Kevin jumped up and down.
Where?	This morning Kevin jumped up and down on the cafeteria floor.
Why?	This morning Kevin jumped up and down on the cafeteria floor to show us a scale.

Start with **who**. Then, stretch your sentence by answering each of the 5 "W"s. As you answer each question, your sentence should get longer and longer!

Who? _____

Is doing what? _____

When? _____

_____

Where? _____

_____

Why? _____

_____

_____

FRICTION FAVORITES

You love music, and you would like to play a musical instrument this year! That means you get to decide which instrument is the best for you to start learning. You may choose from the following instruments: violin, viola, or cello.

Consider the following questions in making your choice:

- How big is it?
- Is it easy to carry?
- Do you like the sound of the instrument?
- Do any of your friends play this instrument?

Write 3-4 sentences about your favorite instrument. Is there anything about this instrument that might not work well for you? Which instrument is the best for you and why?

_____

_____

_____

_____

_____

_____

MY LETTER TO MY TEACHER

Write a short letter to the music teacher about the instrument you would like to play. Include good reasons for your choice.

Dear _____,

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Your name

TRITONES

WHERE IS THE CUCKOO?

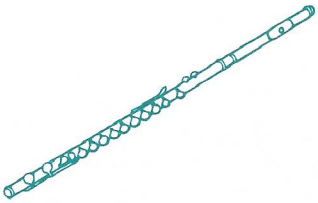
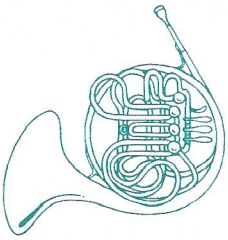
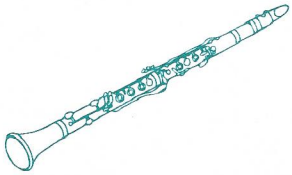
Listen to the *Cuckoo in the Woods* from the *Carnival of the Animals*. Write down a tally mark each time you hear the cuckoo sound played by the clarinet.

How many times did you hear the cuckoo during the music?

_____

MUSICAL MATCH-UP

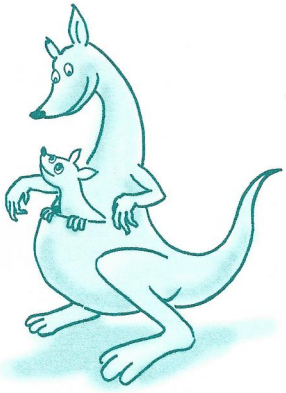
Look at the picture of the musicians in TriTones. Identify the three instruments in the picture.

	Choose the material of each instrument write it next to the instrument. **wood brass metal**	Here is the size of each instrument. **large small medium**	Predict which sound comes from which instrument: **high middle low**
		small	
		large	
		medium	

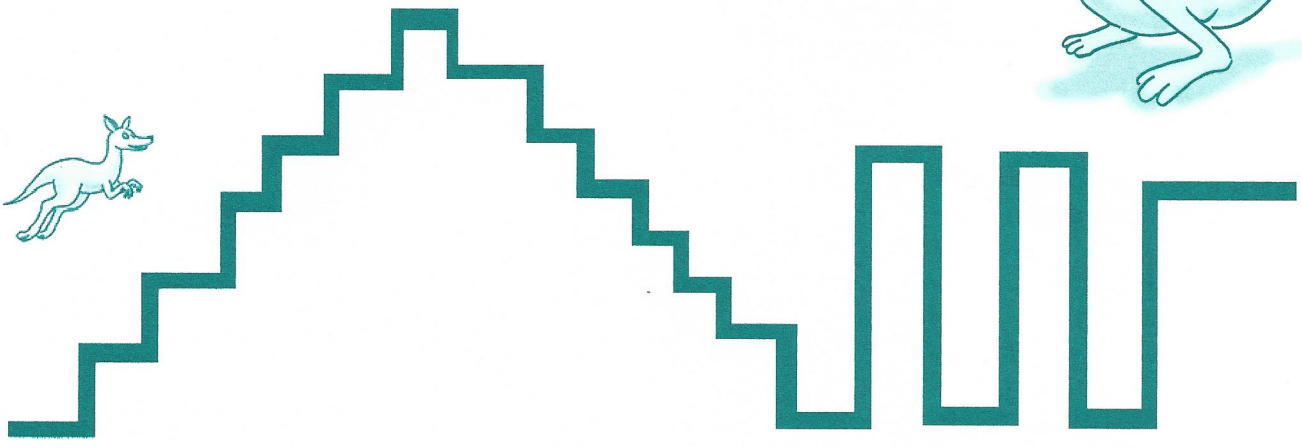
Tell your partner which sound you chose for each instrument and why. Compare your answers with another pair of students, and discuss any differences.

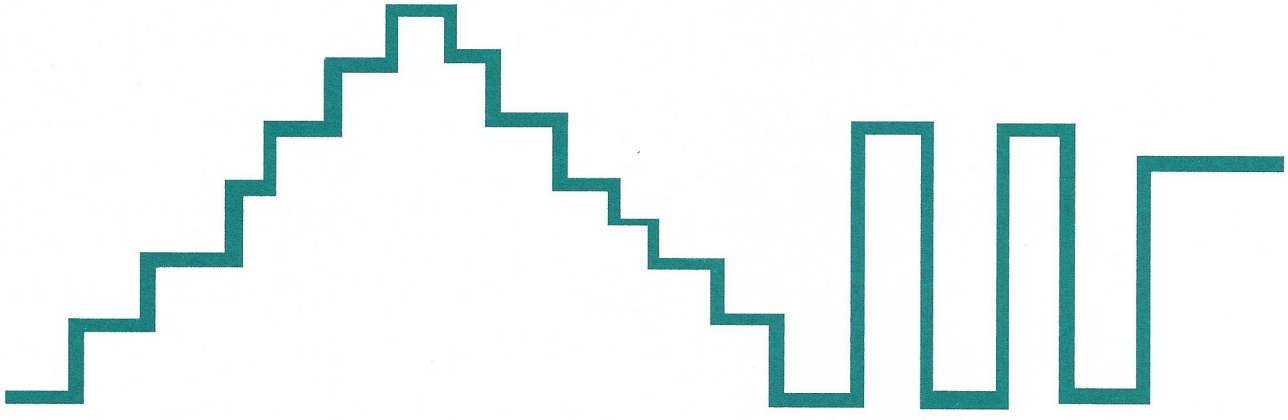
Decide as a group which instrument makes which kind of sound. Write your reasons in your Writer's Workshop Journal.

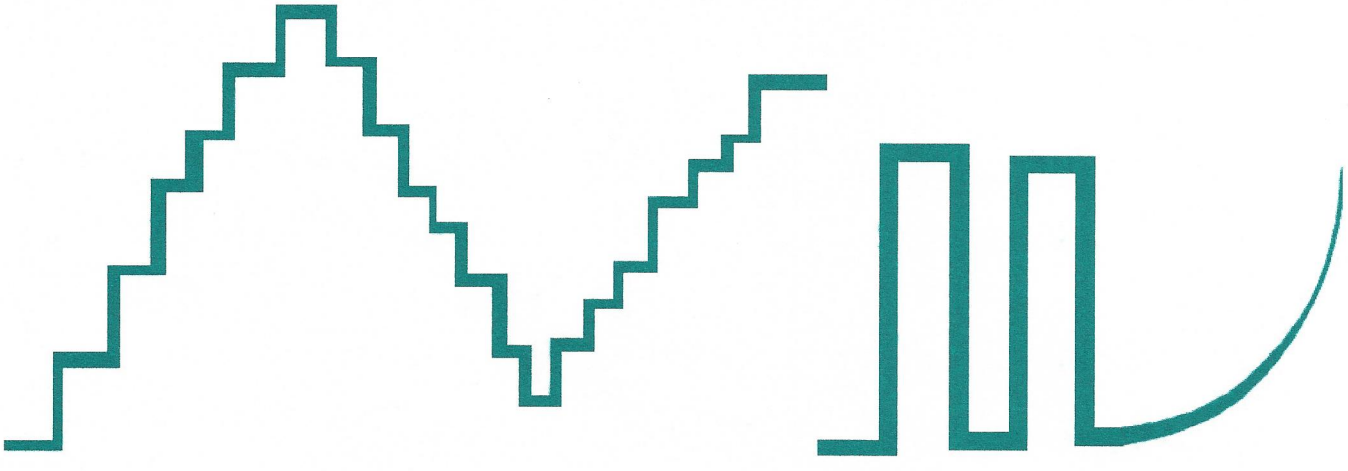
KANGAROO SOUND MAP



Follow the sound map as the music goes high and low.







THE FLUTTERING FLUTE

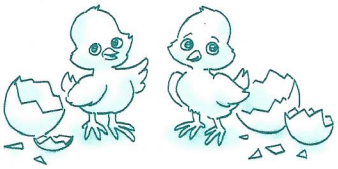
Draw a picture of the birds and what you imagine when listening to the music from *Carnival of the Animals*.

WHAT'S THE BUZZ?

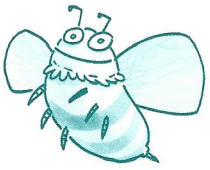
Draw a line from the sound to the correct animal.

MEOW

BUZZ

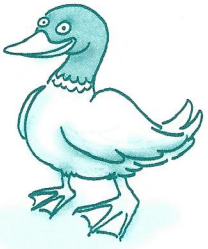


PEEP

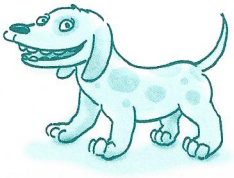


QUACK

WOOF



TWEET

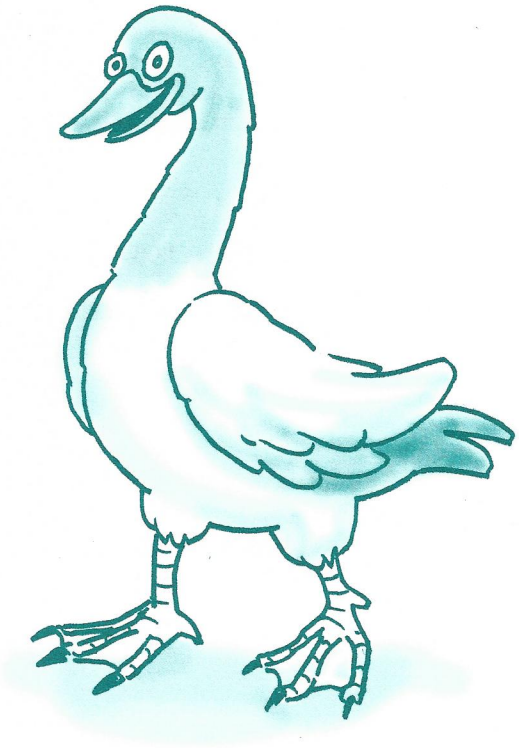


IT ALL BEGAN WHEN...

Think about a day when something really important happened to you. Write your story below using some of the words in the word bank. Make sure your story has a beginning, middle, and end.

First	Then	Finally
In the beginning	After that	In the end
It all began	Next	At Last

HONKING AND SPLASHING!



Read the poem below and circle words that make sounds. The first one is done for you.

Gray Goose

Gray mama goose
in a tizzy,
honk-honk-honking herself dizzy,
can't find her gosling,
she's honking and running,
webbed feet slapping,
all wild waddle,
her feathers a muddle,
splashing through puddles,
wings flapping...

Ah,
there's her gold baby,
all fuzz,
napping.

– Julie Larios

Choose 3 of the sound words you circled above. Write a fun sentence for each of the 3 sound words you picked!

1. _____

2. _____

3. _____

BIRDS OF A FEATHER

Birds in the Garden

Greedy little sparrow,
    Great big crow,
Saucy little chickadee,
    All in a row.

Are you very hungry,
    No place to go?
Come and eat my breadcrumbs,
    In the snow.

– Anonymous

Make a list of the places and a list of birds you know.

Places	Birds
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____

MY POEM ABOUT BIRDS

The author has used line breaks to create space in your voice when you read the poem. Now, write your own poem about birds. Use your **Places** and **Birds** lists for ideas. You can make it rhyme or not. Don't forget to put your name as the poet at the end.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

by _____

MY AIM DICTIONARY

Beat	A pulse or steady pattern of rhythm in music.
Bell	The flared end of a woodwind or brass instrument.
Bow	A piece of wood with horse hair attached from end to end. The musician moves it across the strings to make sound.
Brass family	The group of instruments made out of a metal called brass.
Call and response	A musical or vocal "question and answer" where one person plays music or speaks, and the other answers with a special response.
Cello	A large string instrument made of wood. It has 4 strings stretched across the top. It is played while seated. The musician moves the bow or plucks the string to make sound.
Composer	A person who writes music.
Couplet	Two lines of a poem that end with words that rhyme.
Clarinet	A woodwind instrument that is played by blowing into a mouthpiece with a reed and pressing keys to change the notes.
Double bass	The largest string instrument. It is made of wood and has 4 strings stretched across the top. The musician plays it by moving the bow over the strings or plucking them.
Drumset	A collection of percussion instruments, including drums and cymbals, that are played with drumsticks.
Electric bass	A type of guitar that uses electricity to make sound.
Fanfare	A type of music that tells you something special is about to happen.
Guitar	An instrument with 6 strings made out of wood. The musician plucks or strums the strings to make sound.
Lyrics	The words to a song.
March	A quick song often used in parades.
Melody	The part of the music you can sing or hum.
Mouthpiece	The part of an instrument that you blow air into to make sound.

Musical alphabet	The 7 letters used to write music: A, B, C, D, E, F, and G.
Plena	A type of song that is sometimes called a 'singing newspaper'
Rhyme	Words that have a similar sound or ending.
Rhythm	A pattern in music that repeats itself.
Scale	When the sounds of the musical alphabet go up and down.
Simile	A sentence that compares two different things and usually includes "like" or "as."
Steel pan	A drum from Trinidad made from metal oil barrels. Sound is made by hitting the dents in the steel pan with sticks.
String quartet	A group of 4 musicians who play string instruments. A string quartet has 2 violins, 1 viola, and 1 cello.
Strum	To play the guitar (or bass) by sweeping your fingers across the strings.
Tempo	The speed of the music, such as fast or slow.
Trombone	A brass instrument with a slide and a bell-shaped end. The musician plays it by blowing air through the mouthpiece.
Trumpet	A brass instrument that plays the highest notes. The musician plays it by blowing air through the mouthpiece.
Verb	A word to describe an action.
Viola	An instrument with 4 strings made out of wood that is slightly larger than the violin. The musician moves the bow or plucks the string to make sound.
Violin	An instrument made of wood with 4 strings stretched across the top. The musician moves the bow or plucks the string to make sound.
Vocalist	A person who sings music.
Woodwind	A type of instrument that uses a musician's air to create sounds.

FIRST DRAFT - MY LETTER TO THE SAN FRANCISCO SYMPHONY

Write a first draft of your letter to the San Francisco Symphony. When you are finished, check for capitals, punctuation, and spelling.

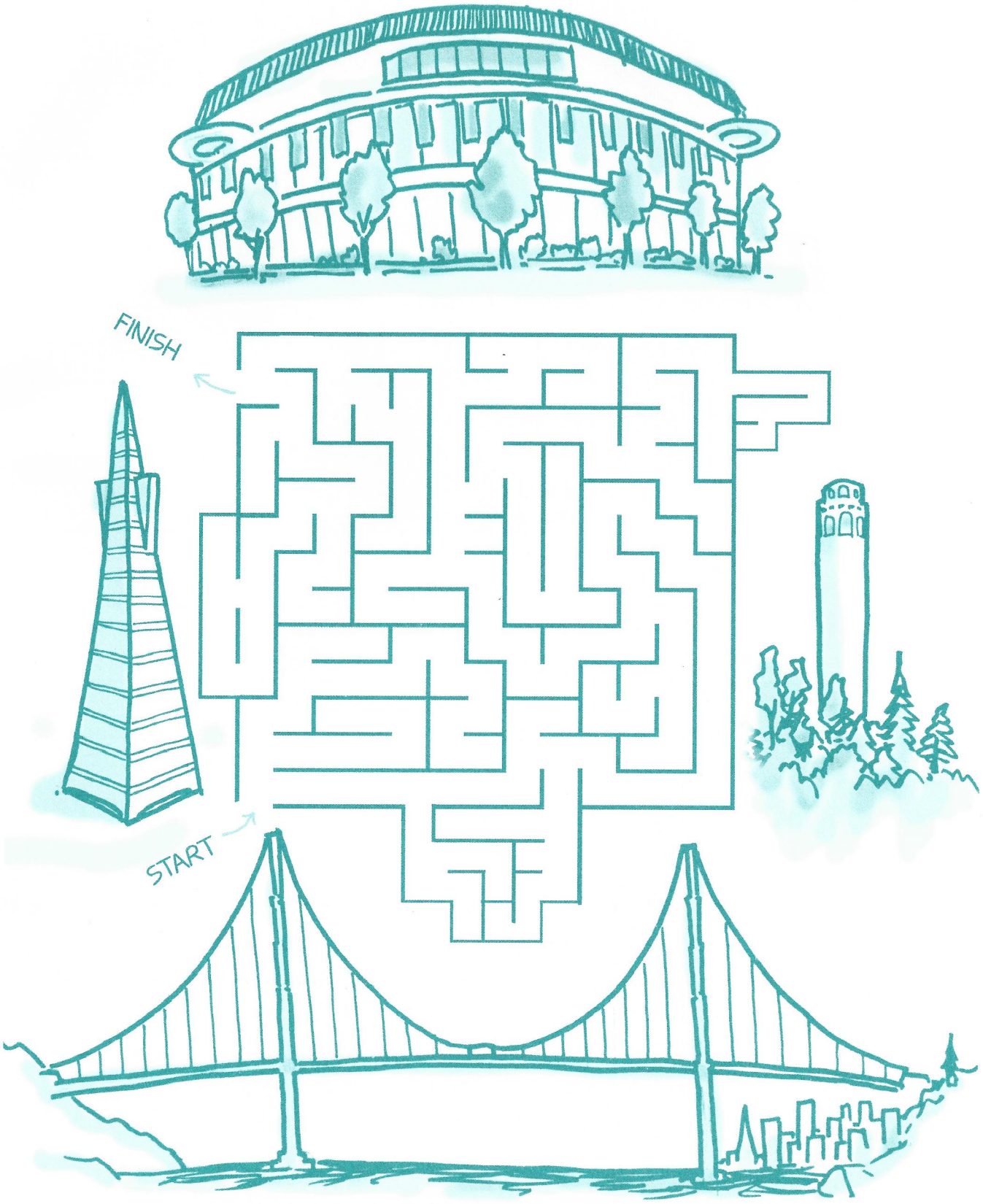
Dear San Francisco Symphony,

MY LETTER TO THE SAN FRANCISCO SYMPHONY

In January or February, you will come to see the San Francisco Symphony perform at Davies Symphony Hall in a special concert just for you. The Symphony loves to get letters from students! You can write to us about anything: a review of the concert, a description of your favorite instrument, or a paragraph about the sounds you heard. Write the final version of your letter below, cut it out from your Student Journal, and ask your teacher to send it to us.

Dear San Francisco Symphony,

Davies Symphony Hall
Attn: Education Department
201 Van Ness Ave
San Francisco, CA 94102


FINISH
START

NOTES

SAN FRANCISCO SYMPHONY
Davies Symphony Hall
Michael Tilson Thomas, Music Director

SAN FRANCISCO SYMPHONY
MICHAEL TILSON THOMAS • MUSIC DIRECTOR

January 28, 2019
January 29, 2019
February 1, 2019
Christian Reif, conductor

The Concert – "Play Me A Story!"

Music is a great storyteller! Listening to music is like reading a good book. When we read a good book and use our imagination, the book tells us a wonderful story. When you listen to music and use your imagination, you can also hear many wonderful stories. When you come to Davies Symphony Hall for your special concert by the San Francisco Symphony, you'll be able to hear great music, use your imagination, and enter the fantastic world of "Play Me A Story!"

Here is the music you'll hear at the concert:

Rossini/Overture to *The Thieving Magpie* (excerpt)
An Overture is a piece of music that is played at the beginning of a play or opera, so it is a great way to begin our concert! This music has everything, and shows off some of the great sounds a symphony orchestra can make. Listen for loud sounds and soft sounds and everything in between!

Prokofiev/Excerpts from Peter and the Wolf
Every story needs characters, and in our next piece, *Peter and the Wolf* by Sergei Prokofiev, each character is played by a different instrument. *Peter and the Wolf* is the story of a boy named Peter and his animal friends. You'll meet three of his special pals—a bird, a duck, and a cat.

Rimsky-Korsakov/*Flight of the Bumblebee*
The orchestra can sound like many different kinds of animals. In this piece, the orchestra sounds like a bumblebee by playing music that imitates a bee's buzz. You'll hear the happy little bee buzz around and fly off into the distance!

***Saint-Saëns*/The Elephant from Carnival of the Animals**
Imagine which instrument of the orchestra will play the part of an elephant. Will it be a small instrument or a very large instrument? Will the elephant's music sound high or low?

Respighi/The Hen
This music is about a chicken! She busies herself around the barnyard, clucking and pecking, and looking after her little chicks. The last note of the piece is a loud squawk! Maybe the hen has just laid an egg!

Rimsky-Korsakov/The Story of the Prince from Scheherazade
Scheherazade is the name of a famous storyteller. In the music, you will hear her tell a story about a Prince who leaves his palace in search of adventure. Scheherazade is played by a solo violin, and the role of the Prince is enacted by the bassoon.

Rimsky-Korsakov/The Shipwreck from Scheherazade
This thrilling story is about a ship under a magician's spell, being tossed about on the ocean's huge waves. At the highpoint of the story, the ship crashes into a cliff so as to break the spell! With the spell now broken, Scheherazade (solo violin) ends the story by letting us know that everyone was safe and lived happily ever after.

Prokofiev/The Procession to the Zoo from *Peter and the Wolf*
This music is about a parade—but not just any parade: imagine a very special parade of people and animals marching to the zoo, where they will all live happily ever after!